

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hindley Green St. John's Church of England Primary School

Atherton Road, Hindley Green, Wigan WN2 4SD

Current SIAMS inspection grade	Outstanding
Diocese	Liverpool
Previous SIAS inspection grade	Good (as a former voluntary aided school)
Local authority	Wigan
Name of multi-academy trust	Keys Federation Multi Academy Trust
Date of inspection	1 December 2016
Date of last inspection	November 2011
Type of school and unique reference number	Voluntary aided academy 106473
Principal	Jason Heatley
Inspector's name and number	Jean Forward 625

School context

St. John's C of E Primary School is a one form entry school. It is a member of the Keys Federation Multi Academy Trust which converted from a hard federation to a multi academy trust in 2015.

There are 188 pupils on roll. They come from diverse backgrounds and are almost all White British.

The percentage of pupils known to be eligible for pupil premium funding is above the national average. The number of pupils identified as having additional needs is below the national average. Attendance is good. At the end of KS2 in 2016, pupils' progress was above the Department for Education floor standard. Attainment was below the floor standard but had been above for the previous 2 years. Results for Early Years and Key Stage 1 were above the national average.

The distinctiveness and effectiveness of Hindley Green St John's as a Church of England school are outstanding

- The dedicated leadership of the principal and his vision for the development of the school ensure that the school's Christian distinctiveness and ethos are central to daily life.
- The school creates a loving, safe and inclusive environment rooted in Christian values. This has a direct influence on pupils' well-being, progress and love of learning.
- The pupils' outstanding behaviour, care for each other and positive attitudes stem from the school's core Christian values.
- Worship is central to the school's life. It sets the school's Christian values in their biblical context and has a significant influence on the spiritual development of the whole school family.
- The local advisory committee and board of directors provide outstanding support and challenge through commitment and expertise. This results in strong Christian leadership and strategic self-evaluation of church school distinctiveness.

Areas to improve

- Make explicit reference to the Trinity in worship so that children have a deeper understanding of the qualities of God as Father, Son and Holy Spirit.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

An outstanding commitment to its Christian ethos and the development of the whole child underpin the school's work. Expectations and encouragement are directly linked to the Christian life experienced by all. Pupils talk confidently about the importance of the school's core Christian values in their daily life. A pupil said, 'We learn how to live with others through our Christian values.' Year group focus values are discussed across the curriculum and in every element of pupils' lives in school. Pupils understand that Jesus shows them how to live through these values. As a result, the positive relationships across the community are rooted in a Christ-centred approach. Spiritual, moral, social and cultural (SMSC) development is excellent. Pupils have access to a wide range of activities which broaden their experience and develop skills and talents. This supports the Trust's joint aim of unlocking every pupil's potential and preparing everyone to be a responsible member of society. Consequently, pupils display high levels of self-esteem and their behaviour is impeccable. All members of the community know they are valued and the ethos of Christian trust is clearly evident. Pupils demonstrate Christian respect and concern for others in and beyond the school. They enjoy being members of the school council, worship committee and playground buddy system. They understand that these opportunities are an example of Christian service. Pupils are able to share their concerns with staff knowing that these will be addressed in a caring way. A pupil said, 'We can speak to our teachers and the learning mentor and they always help us.' Children are happy and enthusiastic about learning and school life and this is affirmed by parents. They say that their children talk about Christian values at home. Parents believe that the support they receive is directly linked to the distinctive Christian character of the school. The school has a strong commitment to Christian stewardship, supporting a range of charities including Samaritan's Purse and Wigan and Leigh Hospice. Pupils understand the importance of showing generosity and compassion to those in need. They know that this is directly linked to the teaching of Jesus. Displays and Christian symbols emphasise the school's Christian character and prompt the pupils' spiritual awareness extremely well. Pupils value the classroom reflection areas and outdoor peace garden. They are able to explain that these support them spiritually and are an aid to prayer. A pupil said, 'We never walk alone because God is always with us.' The school's strong commitment to widening pupils' knowledge of non-Christian faiths contributes well to cultural knowledge and to positive attitudes. Children learn about different Christian traditions across the world. The school's Christian care for and commitment to every child and family secure extremely positive outcomes.

The impact of collective worship on the school community is outstanding

The act of collective worship is central to the life of the school and is a great strength. It is inclusive, vibrant and inspires pupils and staff. Thorough planning incorporates themes based on Christian values, the Bible and major Christian festivals. As a result, pupils are regularly reminded of the ways in which they can lead a life rooted in Jesus and the Bible. A pupil said, 'The stories we hear show us the way to live.' The pupils enjoy worship, listening attentively and singing with enthusiasm. They experience times of silence and reflection which are an important part of the school's approach to prayer and meditation. Pupils become familiar with Anglican practice through the use of traditional prayers, responses and a clear framework for worship. Eucharistic worship and compline are also included in the planning cycle and add to the richness of pupils' worship experiences. As a result, pupils know that worship plays a key part in the life of Christians. A pupil said, 'Worship is a time when we can reflect on God and Jesus.' The parish reader plays an important part in the pattern of worship. He is involved in leading worship during the current interregnum. The school worships in the parish church for major festivals and pupils represent the school on a number of Sundays during the year. Parents support these occasions and enjoy being included in the wider worshipping community. A parent commented on the deeply moving Remembrance Day service saying, 'It was an honour to be there.' The pupils contribute to acts of worship through prayers, reading, music and drama. Class-led worship is based on the year group Christian value. It is an opportunity to share the importance of the focus value with all members of the school community. Training with Worship Warriors is about to take place to give pupils greater independence when planning and leading worship. As yet, not all pupils have a clear awareness of God as Father, Son and Holy Spirit. The school has systems in place for all members of the school community to evaluate worship and this leads to discussion and development, particularly through the worship committee.

The effectiveness of the religious education is outstanding

The school has a strong commitment to developing all aspects of teaching and learning in RE. Teaching is consistently good with much outstanding practice. Standards are comparable to those in other subjects and reflect the good progress children make from low starting points. Teachers are well-supported by the knowledgeable subject leader and the school has a range of resources to enhance teaching and learning. Lessons are planned to meet the needs of all learners, using varied and differentiated activities which engage pupils and develop essential understanding and skills. Pupils are challenged to consider, investigate and reflect. They experience art, drama and extended writing activities. The subject is taught in a creative way with a strong emphasis on developing Christian

values. The subject leader said, 'Christian values have transformed the school in every respect and we constantly refer to them.' There is a clear balance between learning about religion and opportunities for pupils to think about what their learning means to them. The RE Glimpses of Brilliance books demonstrate the ways in which pupils are asked to think more deeply and express their opinions. Pupils are enthusiastic and say that they enjoy their learning. A pupil commented, 'I enjoy the stories we read and the interesting activities we do.' Evidence of prior learning and thinking skills was demonstrated in a Year 2 lesson about the Annunciation. Pupils tackled differentiated tasks with confidence. All pupils respond enthusiastically when asked to share their ideas and answer more challenging questions. Again, this was particularly evident in a Year 6 lesson when pupils were exploring the symbolism, practices and beliefs linked to Advent. The collaborative discussion and the sharing of ideas and opinions make a strong contribution to pupils' spiritual and moral development. Visitors and visits to non-Christian places of worship make an excellent contribution to pupils' knowledge and understanding. A pupil commented, 'When we learn about other faiths, it isn't just about the differences. We find many things which are similar.' The well-informed subject leader monitors teaching and learning through observations, book scrutiny and cross-checking of standards. Moderation of pupils' work across the Trust enhances the assessment process and ensures increasingly high expectations in teaching and learning. The use of assessment for learning and end of unit assessment activities enables staff to make accurate judgements. Marking guides pupils and invites them to answer questions in order to extend their understanding.

The effectiveness of the leadership and management of the school as a church school is outstanding

Informed Christian leadership drives everything the school does to develop and promote its Christian distinctiveness. The principal and senior leaders have a clear and strong vision for the school based on Christian principles and values. Staff and the local advisory committee are committed to fostering all aspects of pupils' development and well-being through Christian care and love. They want to ensure that pupils are 'well-rounded and able to take their place in the world, serving Jesus'. In doing so, they recognise the importance of creating a Christian ethos which supports effective learning and equal opportunities. The principal believes the school 'opens the door for pupils to experience God'. The school knows its pupils and their families extremely well and meets individual needs through a culture of Christian nurturing and support. Parents recognise the distinctive Christian character of the school and believe that it fosters unity and friendship. They are encouraged to be involved in the daily life of the school and contribute in many ways. The school and church work together on many events and this strengthens the school's involvement in the wider community. Successful applications for the Diocese of Liverpool Church and School Partnership Award 1 and 2 are testament to the strength of this relationship. Members of the local advisory committee have a clear understanding of their strategic role. They ask informed questions and provide a high level of challenge. Action plans for RE and worship are included in the school's development planning and are reviewed by the committee. These plans recognise the progress made and set challenging targets and strategies for further improvement. The school meets the statutory requirements for RE and collective worship. As a result, aspects of church school development are of the highest priority. The school's Christian ethos draws together every element of leadership and management within the school and across the Trust. The school is outward-looking and plays a full role in the support provided by the Trust for other schools in the local authority, diocese and nationally. The principal said, 'We are blessed to have nurtured our strengths and been able to share these in the support of others within the Trust and the local consortium model.' A strong partnership with the diocese through discussion and training has contributed to the highly effective development of all aspects of church school distinctiveness. These initiatives strengthen the school's resolve to provide the very best education for its pupils.

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